DOCUMENT RESUME

ED 415 604 EC 306 070

TITLE	Positive Behavioral Support: A Bibliography for Schools. NICHCY Bibliography 3, Second Edition.
INSTITUTION	National Information Center for Children and Youth with Disabilities, Washington, DC.
SPONS AGENCY	Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE	1997-04-00
NOTE	13p.
CONTRACT	H030A30003
AVAILABLE FROM	NICHCY, P.O. Box 1492, Washington, DC 20013; toll-free telephone: 800-695-0285; telephone: 202-884-8200; e-mail: nichcy@aed.org
PUB TYPE	Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Behavior Modification; *Behavior Problems; *Classroom Techniques; *Conflict Resolution; *Disabilities; Discipline; Elementary Secondary Education; Organizations (Groups); Printed Materials; Resource Materials; Student Evaluation; Videotape Recordings

ABSTRACT

This bibliography is designed to help administrators, special educators, general educators, and other school personnel access the wide body of knowledge available about behavioral matters, to aid in understanding and effectively addressing the behavior challenges associated with different disabilities, including autism, attention-deficit/hyperactivity disorder, behavioral disorders, emotional disturbance, learning disabilities, and mental retardation. The bibliography includes a wide variety of materials on: behavior problems related to disability, behavioral assessment, classroom management, conflict resolution, aggressive and disruptive students, communication, discipline, behavioral interventions, multicultural issues, and positive behavioral support. There are 110 books/videos and 31 journals/journal articles listed. A list of 34 organizations that can provide additional information on behavioral issues for students with disabilities is also provided. Names, addresses, and telephone numbers of 46 publishers are provided at the end of the document. (CR)

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NICHCY Bibliography

Positive Behavioral Support: A Bibliography for Schools

Each year NICHCY receives hundreds of requests for information about ways to address the challenging behaviors of children and youth with disabilities. This bibliography has been developed to help administrators, special educators, general educators, and other school personnel access the wide body of knowledge available about behavioral matters. Understanding and utilizing what is known about behavior, including how to provide positive behavioral support, can be the key to working effectively with students who exhibit challenging behaviors.

This bibliography will be useful for those seeking to understand and effectively address the behavior challenges associated with many different disabilities, including autism, attention-deficit/hyperactivity disorder (AD/HD), behavioral disorders, emotional disturbance, learning disabilities, and mental retardation. While the nature of a student's disability can certainly affect his or her behavior, determining *why* a student is behaving in a certain way is critically important. Because there are many reasons underlying challenging behavior and many different types of behavior that challenge, this bibliography purposefully includes a wide variety of materials on the subject: behavior problems related to disability, behavioral assessment, classroom management, conflict resolution, aggressive and disruptive students, communication, discipline, behavioral interventions, multicultural issues, and positive behavioral support. (A list of organizations that can provide additional information on behavioral issues for students with disabilities is also provided.)

These resources will help school personnel look at the student within the larger context of his or her environment at school and beyond, identify what factors influence or trigger challenging behavior, and develop a plan for providing the positive behavioral support necessary for the student to behave appropriately at school. Involving the parents in problem-solving and decision-making is very important; ways to include them as full members of the team are discussed throughout these resources.

Educators, both special and general, may find additional, in-depth information on educating students with specific disabilities in NICHCY's series of annotated bibliographies. Separate bibliographies are available on *Educating Students with Attention-Deficit/Hyperactivity Disorder*, *Educating Students with Learning Disabilities*, and *Educating Students with Emotional/Behavioral Disorders*. The materials listed in these bibliographies address the behavioral challenges associated with these disabilities and go beyond, to discuss specific educational programs and strategies that have proven useful for working with such students. Because the appropriateness of a student's educational program can play a great role in determining his or her behavior, these bibliographies may be especially useful for school personnel working with students with these particular disabilities.

As with all NICHCY bibliographies, the names, addresses, and telephone numbers of publishers are provided (in alphabetical order) at the end of this document, so that readers can easily obtain any of the resources listed herein.

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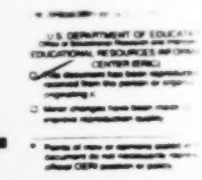

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Alberto, P.A., & Troutman, A.C. (1990). *Applied behavior analysis for teachers* (4th ed.). Columbus, OH: Merrill.

Albin, R.W., Horner, R.H., & O'Neill, R.E. (1994). *Proactive behavioral support: Structuring and assessing environments.* Eugene, OR: Research and Training Center on Positive Behavioral Support.

Algozzine, B., Ruhl, K., & Ramsey, R. (Eds.). (1991, October). *Behaviorally disordered? Assessment for identification and instruction* (No. P339). Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (ERIC Document Reproduction Service No. ED 333 660)

Baker, B.L., & Brightman, A.J. (1997). *Steps to independence: Teaching everyday skills to children with special needs* (3rd ed.). Baltimore, MD: Paul H. Brookes.

Beach Center on Families and Disability. (1994). *Positive behavioral support as a means to enhance successful inclusion of persons with challenging behavior.* Lawrence, KS: Author.

Black, D.D., & Downs, J.C. (1993). *Administrative intervention: A school administrator's guide to working with aggressive and disruptive students.* Longmont, CO: Sopris West. (ERIC Document Reproduction Service No. ED 353 641)

ERIC Documents

Some of the documents listed in this bibliography are available through the ERIC (Educational Resources Information Center) system. These documents are identifiable by the "ED" number that follows their citation — for example, ED 372 573.

If you have access to a university or library that has the ERIC collection on microfiche, you may be able to read and photocopy the document there. If not, contact: ERIC Document Reproduction Service (EDRS), 7420 Fullerton Road, Suite 110, Springfield, VA 22153-2852. Telephone: 1-800-443-3742; (703) 440-1400. Give EDRS the "ED" number; for a nominal fee, you will receive a copy of the document on microfiche or paper.

Bloomquist, M.L. (1996). *Skills training for children with behavior disorders: A parent and therapist guidebook.* New York, NY: Guilford.

Bradley, D.F., King-Sear, M.E., & Tessier-Switlick, D.M. (1997). *Teaching students in inclusive settings: From theory to practice.* Boston, MA: Allyn & Bacon.

Breen, M.J., & Fiedler, C.R. (1996). *Behavioral approaches to assessment of youth with emotional/behavioral disorders: A handbook for school-based practitioners.* Austin, TX: Pro-Ed.

Brophy, J.E. (1996). *Teaching problem students.* New York, NY: Guilford.

Burden, P.R. (1995). *Classroom management and discipline: Methods to facilitate cooperation and instruction.* White Plains, NY: Longman. (Available from amazon.com.)

Burke, R.R. (1995). *Communicating with students in schools: Exercises in motivation and school discipline through rapport* (3rd ed.). Lanham, MD: University Press of America.

Byers, G.H. (1994). *Collaborative discipline for at-risk students: A complete step-by-step activities program for grades 7-12.* West Nyack, NY: Center for Applied Research in Education.

Canter, L., & Canter, M. (1993). *Succeeding with difficult students: New strategies for reaching your most challenging student.* Santa Monica, CA: Lee Canter and Associates. (Available from the Center for Applied Psychology.)

Canter, L., & Canter, M. (1995). *Lee Canter's behavior management in the middle school classroom: A teacher's guide to meeting the special challenges of early adolescents.* Santa Monica, CA: Lee Canter and Associates.

Canter, L., & Garrison, R. (1994). *Scared or prepared: Preventing conflict and violence in your classroom.* Santa Monica, CA: Lee Canter and Associates.

Carr, E.G., Levin, L., McConnachie, G., Carlson, J., Kemp, D.C., & Smith, C.E. (1994). *Communication-based intervention for problem behavior: A user's guide for producing positive change.* Baltimore, MD: Paul H. Brookes.

Charles, C.M., Senter, G.W., & Barr, K.B. (1996). *Building classroom discipline* (5th ed.). White, Plains, NY: Longman.

Cipani, E.C. (1993). *Non-compliance: Four strategies that work.* Reston, VA: Council for Exceptional Children.

Cipani, E.C. (1993). *Disruptive behavior: Three techniques to use in your classroom.* Reston, VA: Council for Exceptional Children. (ERIC Document Reproduction Service No. ED 361 974)

Coleman, M.C. (1996). *Emotional and behavioral disorders: Theory and practice* (3rd ed.). Boston, MA: Allyn and Bacon.

Colvin, G. (1992). *Managing acting-out behavior: A staff development program to prevent and manage acting-out behavior* [2 videos + manual]. Longmont, CO: Sopris West.

DiGiulio, R. (1995). *Positive classroom management: A step-by-step guide to successfully running the show without destroying student dignity.* Thousand Oaks, CA: Corwin Press. (ERIC Document Reproduction Service No. ED 388 625)

Dubuque, N., & Dubuque, S. (1996). *Kid power tactics for dealing with depression.* King of Prussia, PA: Center for Applied Psychology. (This book is written for children ages 8-12.)

Durand, V.M. (1990). *Severe behavior problems: A functional communication training approach.* New York, NY: Guilford Press.

Durlak, J.A. (1995). *School-based prevention programs for children and adolescents.* Thousand Oaks, CA: Sage.

Durrant, M. (1995). *Creative strategies for school problems: Solutions for psychologists and teachers.* New York, NY: W. W. Norton and Company.

Obtaining the Books That Interest You

Many of the documents listed in this bibliography are not available through the ERIC resource system. (These resources —typically, books and journal articles—will not have an "ED" number listed after their citation.)

To help you obtain the books that interest you, we've listed the addresses and telephone numbers of publishers at the end of this document. The publisher's name generally appears in the final position in the citation — to illustrate, it appears in **bold** in this example citation:

Koegel, L.K., Koegel, R.L., & Dunlap, G. (1996). *Positive behavioral support: Including people with difficult behavior in the community.* **Baltimore, MD: Paul H. Brookes.**

If the word "Author" appears in the publisher position, this means that the publisher and the author are one and the same. Look at the author's name, find this name in the "List of Publishers," and use the contact information provided.

Edwards, C.H. (1997). *Classroom discipline and management* (2nd ed.). Upper Saddle River, NJ: Merrill.

Epanchin, B.C., Townsend, B., & Stoddard, K. (1994). *Constructive classroom management: Strategies for creating positive learning environments.* Pacific Grove, CA: Brooks/Cole.

Essa, E. (1995). *A practical guide to solving preschool behavior problems* (3rd ed.). Albany, NY: Delmar .

Faber, A., Mazlish, E., Nyberg, L., & Templeton, R. (1995). *How to talk so kids can learn—at home and in school.* New York, NY: Fireside.

Fennimore, B.S. (1996). *Student-centered classroom management.* Albany, NJ: Delmar.

Fink, D.B. (1995). *Discipline in school-age care: Control the climate, not the children.* Nashville, TN: School-Age NOTES. (ERIC Document Reproduction Service No. ED 389 445)

Gabel, R.A., Laycock, V.K., Maroney, S.A., & Smith, C.R. (1991, October). *Preparing to integrate students with behavioral disorders* (No. P340). Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (ERIC Document Reproduction Service No. ED 333 658)

Gardner, R.A. (1994). *Conduct disorders of childhood: Psychodynamics and psychotherapy.* King of Prussia, PA: Center for Applied Psychology.

Girard, K., Koch, S.J., & the National Institute for Dispute Resolution. (1996). *Conflict resolution in the schools: A manual for educators.* San Francisco, CA: Jossey-Bass.

Goldstein, A.P., Harootunian, B., & Conoley, J.C. (1994). *Student aggression: Prevention, management, and replacement training.* New York, NY: Guilford.

Hamby, J.V. (1995). *Straight talk about discipline.* Clemson, SC: National Dropout Prevention Center, Clemson University. (ERIC Document Reproduction Service No. ED 387 721)

Harlan, J.C. (1996). *Behavior management strategies for teachers: Achieving instructional effectiveness, student success, and student motivation — every teacher and any student can!* Springfield, IL: Charles C. Thomas.

Harmin, M. (1995). *Inspiring discipline: A practical guide for today's classroom.* Washington, DC: National Education Association.

Hedeen, D.L., Ayres, B.J., Meyer, L.H., & Waite, J. (1996). Quality inclusive schooling for students with severe behavioral challenges. In D. Lehr & F. Brown (Eds.), *People with disabilities who challenge the system* (pp. 127-171). Baltimore, MD: Paul H. Brookes.

Hembree-Kigin, T.L., & McNeil, C.B. (1995). *Parent-child interaction therapy.* New York, NY: Plenum.

Horne, A.M., & Sayger, T.V. (1992). *Treating conduct and oppositional defiant disorders in children.* Elmsford, NY: Pergamon Press.

Horton, A.M. (1994). *Behavioral interventions for brain-injured children.* New York, NY: Plenum.

Huesman, L.R. (Ed.). (1994). *Aggressive behavior: Current perspectives.* New York, NY: Plenum.

Johns, B.H., & Carr, V.G. (1995). *Techniques for managing verbally and physically aggressive students.* Denver, CO: Love.

Johns, B.H., Guetzloe, E.C., Yell, M., Scheuermann, B., Webber, J., Carr, V.G., & Smith, C.R. (1996). *Best practices for managing adolescents with emotional/behavioral disorders within the school environment.* Reston, VA: Council for Exceptional Children. (ERIC Document Reproduction Service No. ED 391 301)

Jones, C.J. (1996). *An introduction to the nature and needs of students with mild disabilities: Mental retardation, behavior disorders, and learning disabilities.* Springfield, IL: Charles C. Thomas.

Kameenui, E.J., & Darch, C.B. (1995). *Instructional classroom management: A proactive approach to behavior management.* White Plains, NY: Longman.

Kaplan, J.S., & Drainville, B. (1995). *Beyond behavior modification: A cognitive-behavioral approach to behavior management in the school* (3rd ed.). Austin, TX: Pro-Ed.

Karlin, M.S., & Berger, R. (1992). *Discipline and the disruptive child: A new, expanded practical guide for elementary teachers* (2nd ed.). Englewood Cliffs, NJ: Parker.

Kaufer, F.H., & Goldstein, A.P. (1992). *Helping people change: A textbook of methods* (4th ed.). Elmsford, NY: Pergamon Press.

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Kauffman, J.M., Lloyd, J.W., Hallahan, D.P., & Astuto, T.A. (Eds.). (1995). *Issues in educational placement: Students with emotional and behavioral disorders.* Hillsdale, NJ: Erlbaum Associates.

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Koenig, L. (1995). *Smart discipline for the classroom: Respect and cooperation restored* (Rev. ed.). Thousand Oaks, CA: Corwin Press.

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Küpper, L. (Ed.). (1996, March). Educating students with emotional/behavioral disorders. *NICHCY Inclusion Bibliography, 10*, 1-12. (Available from NICHCY.)

Lewis, T.J., Heflin, J., & DiGangi, S.A. (Eds.). (1991, October). *Teaching students with behavioral disorders: Basic questions and answers* (No. P337). Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (ERIC Document Reproduction Service No. ED 333 659)

Long, N.J., Morse, W.C., & Newman, R.G. (Eds.). (1996). *Conflict in the classroom: The education of at-risk and troubled students*. Austin, TX: Pro-Ed.

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Maurice, C., Green, G., & Luce, S.C. (Eds.). (1996). *Behavioral intervention for young children with autism: A manual for parents and professionals*. Austin, TX: Pro-Ed.

McNeil, C., Hembree-Kigin, T.L., & Eyberg, S.M. (1996). *Short-term play therapy for disruptive children*. King of Prussia, PA: Center for Applied Psychology.

Merrell, K.W. (1994). *Assessment of behavioral, social, and emotional problems: Direct and objective methods for use with children and adolescents*. White Plains, NY: Longman.

Nelson, J., Duffy, R., Escobar, L., & Ortolano, K. (1996). *Positive discipline: A teacher's A-Z guide*. Rocklin, CA: Prima.

O'Neill, R.E., Horner, R.H., Albin, R.W., Storey, K., & Sprague, J.R. (1996). *Functional assessment and program development for problem behavior: A practical handbook* (2nd ed.). Pacific Grove, CA: Brooks/Cole.

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Polsgrove, L. (Ed.). (1991). *Reducing undesirable behaviors* (No. P342). Reston, VA: ERIC Clearinghouse on Disabilities and Gifted Education. (ERIC Document Reproduction Service No. ED 333 656)

Porro, B. (1996). *Talk it out: Conflict resolution in the elementary classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Positive approaches to solving behavior challenges [video training series]. (1992). Columbia, SC: Institute for Applied Behavior Analysis. [This training series consists of 8 videos, a reading list, lecture notes, and 2 textbooks.]

Queen, J.A., Blackwelder, B.B., & Mallen, L.P. (1997). *Responsible classroom management for teachers and students*. Englewood Cliffs, NJ: Prentice Hall.

Raffini, J.P. (1995). *150 ways to increase intrinsic motivation in the classroom*. Boston, MA: Allyn & Bacon.

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Rhodes, G., Jenson, W.R., & Reavis, H.K. (1993). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

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Rockwell, S. (1995). *Back off, cool down, try again: Teaching students how to control aggressive behavior.* Reston, VA: Council for Exceptional Children.

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Ruesch, G.M., & Hartwig, E.P. (1993). *Discipline in the school.* Horsham, PA: LRP Publications.

Schloss, P.J., & Smith, M.A. (1993). *Applied behavior analysis in the classroom.* New York, NY: Prentice Hall.

Shapiro, E.S., & Cole, S.L. (1994). *Behavior change in the classroom: Self-management interventions.* New York, NY: Guilford.

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Short, P.M., Short, R.J., & Blanton, C. (1994). *Rethinking student discipline: Alternatives that work.* Thousand Oaks, CA: Corwin.

Singer, D.G. (1993). *Playing for their lives: Helping troubled children through play therapy.* New York, NY: Free Press.

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Smith, M.D. (1993). *Behavior modification for exceptional children and youth.* Stoneham, MA: Andover Medical Publishers.

Sprick, R.S., & Howard, L.M. (1995). *The teacher's encyclopedia of behavior management: 100 problems/500 plans for grades K-9.* Longmont, CO: Sopris West. (ERIC Document Reproduction Service No. ED 386 887)

Sprick, R.S., Sprick, M., & Garrison, M. (1992). *Foundations: Establishing positive discipline policies.* Longmont, CO: Sopris West. (Includes 6 videotape sessions, 3 texts, and reproducible blackline masters.)

Stoner, G., Shinn, M.R., & Walker, H.M. (Eds.). (1991). *Interventions for achievement and behavioral problems.* Silver Spring, MD: National Association of School Psychologists.

Street, A., & Cattoche, R. (n.d.). *Picture the progress: Drawings of positive student behavior for behavioral cards, discussion cards, and rule charts...when visual communication is needed.* Eugene, OR: Educational Horizons.

Topper, K., Williams, W., Leo, K., Hamilton, R., & Fox, T. (1994). *A positive approach to understanding and addressing challenging behaviors: Supporting educators and families to include students with emotional and behavioral disorders in regular education.* Burlington, VT: University of Vermont, University Affiliated Program of Vermont. (ERIC Document Reproduction Service No. 378 758)

Walker, H.M. (1995). *The acting-out child: Coping with classroom disruption* (2nd ed.). Longmont, CO: Sopris West. (ERIC Document Reproduction Service No. ED 393 250)

Walker, H.M., Colvin, G., & Ramsey, E. (1995). *Antisocial behavior in school: Strategies and best practices.* Pacific Grove, CA: Brooks/Cole.

Walker, H.M., & Walker, J.E. (1991). *Coping with noncompliance in the classroom: A positive approach for teachers.* Austin: Pro-Ed.

Walker, J.E., & Shea, T.M. (1995). *Behavior management: A practical approach for educators* (6th ed.). Upper Saddle River, NJ: Merrill.

Watkins, K.P., & Durant, Jr., L. (1992). *Complete early childhood behavior management guide.* West Nyack, NY: Center for Applied Research in Education.

Webster-Stratton, C., & Herbert, M. (1994). *Troubled families —problem children: Working with parents: A collaborative process.* New York, NY: John Wiley & Sons.

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Whitaker, A.M., & Votel, C.B. (1995, March). Managing troubling behaviors: A systems approach. In D. Montgomery (Ed.), *Conference Proceedings of the American Council on Rural Special Education (ACRES): Reaching to the future: Boldly facing challenges in rural communities*. Salt Lake City, UT: ACRES. (ERIC Document Reproduction Service No. ED 381 307)

Wielkiewicz, R.M. (1995). *Behavior management in the schools: Principles and procedures* (2nd ed.). Boston, MA: Allyn and Bacon.

Wolfgang, C.H. (1995). *Solving discipline problems: Methods and models for today's teachers* (3rd ed.). Boston, MA: Allyn and Bacon.

Wolfgang, C.H. (1996). *The three faces of discipline for the elementary school teacher: Empowering the teacher and students*. Boston, MA: Allyn and Bacon.

Wolfgang, C.H., & Wolfgang, M.E. (1994). *The three faces of discipline for early childhood: Empowering teachers and students*. Boston, MA: Allyn and Bacon.

Workman, E.A., & Katz, A.M. (1995). *Teaching behavioral self-control to students* (2nd ed.). Austin, TX: Pro-Ed.

Wynne, E., & Ryan, K. (1996). *Reclaiming our schools: Teaching character, academics, and discipline* (2nd ed.). Upper Saddle River, NJ: Merrill.

Zionts, P. (1996). *Teaching disturbed and disturbing students: An integrative approach*. Austin, TX: Pro-Ed.

Zirpoli, T.J., & Melloy, K.J. (1997). *Behavior management: Applications for teachers and parents* (2nd ed.). Upper Saddle River, NJ: Merrill.

Selected Journals & Journal Articles

Journals on Behavior Issues

Behavioral Disorders Journal—Publication of the Division for Children with Behavioral Disorders, Council for Exceptional Children, 1920 Association Drive, Reston, VA 20191-1589. Telephone: 1-800-232-7323.

Behavior Modification—Sage Publications, Attention: Journals, 2455 Teller Road, Thousand Oaks, CA 91320. Telephone: (805) 499-0721.

Behavior Therapy, and *Behavior Therapist*, and *Cognitive and Behavioral Practice*—Three journals published by the Association for the Advancement of Behavior Therapy, 305 Seventh Avenue, 16th Floor, New York, NY 10001. Telephone: (212) 647-1890.

Positive Practices—Institute for Applied Behavior Analysis, 6169 St. Andrews Road, #123, Columbia, SC 29212-3146. Telephone: 1-800-457-5575; (803) 731-8597.

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Selected Journal Articles

Adair, J.G., & Schneider, J.L. (1993, Winter). Banking on learning: An incentive system for adolescents in the resource room. *Teaching Exceptional Children, 25*(2), 30-34.

Alber, S.R., & Heward, W.L. (1996, May). "GOTCHA!" Twenty-five behavior traps guaranteed to extend your students' academic and social skills. *Intervention in School and Clinic, 31*(5), 285-289.

Almeida, D.A. (1995, September). Behavior management and the "five Cs." *Teaching PreK-8, 26*(1), 88-89.

Bambara, L.M., & others. (1994). Positive behavioral support for students with severe disabilities: An emerging multicomponent approach for addressing challenging behaviors. *School Psychology Review, 23*(2), 263-278.

Blazer, B. (1995, March). Classroom adjustments to support students with attention and learning weaknesses. *Intervention in School and Clinic, 30*(4), 248.

Carpenter, S.L., & McKee-Higgins, E. (1996, July). Behavior management in inclusive classrooms. *Remedial and Special Education, 17*(4), 195-203.

Carr, E.G. (1994). Emerging themes in the functional analysis of problem behavior. *Journal of Applied Behavior Analysis, 27*, 393-399.

Carter, J.F. (1993, Spring). Self-management: Education's ultimate goal. *Teaching Exceptional Children, 25*(3), 28-32.

Cartledge, G., & Cochran, L. (1993, Spring). Developing cooperative learning behaviors in students with behavior disorders. *Preventing School Failure, 37*(3), 5-10.

Cipani, E.C. (1995, Summer). Be aware of negative reinforcement. *TEACHING Exceptional Children, 27*(4), 36-41.

Clarke, S., Dunlap, G., Foster-Johnson, L., Childs, K.E., Wilson, D., White, R., & Vera, A. (1995). Improving the conduct of students with behavioral disorders by incorporating student interests into curricular activities. *Behavioral Disorders, 20*, 221-237.

Day, H.M., Horner, R.H., & O'Neill, R.E. (1994). Multiple functions of problem behaviors: Assessment and intervention. *Journal of Applied Behavior Analysis, 27*, 279-289.

Dunlap, G., & Childs, K.E. (1996). Intervention research in emotional and behavioral disorders. An analysis of studies from 1980-1993. *Behavioral Disorders, 21*, 125-136.

Dunlap, G., & Kern, L. (1996). Modifying instructional activities to promote desirable behavior: A conceptual and practical framework. *School Psychology Quarterly, 11*, 297-312.

Obtaining Journal Articles That Interest You

Journal articles may be available at a local university or college, local library, or a local professional teachers' library, if the journal in question is part of that institution's collection. If not, you'll need to contact the journal publisher directly to inquire about their duplication policies. Some publishers handle this activity themselves; others will refer you to University Microfilms International (UMI) — located at 300 N. Zeeb Road, P.O. Box 1346, Ann Arbor, MI 48106-1346; telephone: 1-800-248-0360 — or to the Copyright Clearance Center — located at 222 Rosewood Drive, Danvers, MA 01923; telephone: (508) 750-8400.

Dunlap, G., dePerczel, M., Clarke, S., Wilson, D., Wright, S., White, R., & Gomez, A. (1994). Choice making and proactive behavioral support for students with emotional and behavioral challenges. *Journal of Applied Behavioral Analysis, 27*, 505-518.

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Organizations

Clearinghouses

DB-LINK (National Information Clearinghouse on Children Who Are Deaf-Blind), 345 N. Monmouth Avenue, Monmouth, OR 97361. Telephone: (800) 438-9376; (800) 854-7013 (TTY).
E-mail: dblink@tr.wosc.osshe.edu
URL: http://www.tr.wosc.osshe.edu/dblink

ERIC Clearinghouse on Disabilities and Gifted Education, Council for Exceptional Children (CEC), 1920 Association Drive, Reston, VA 20191-1589.
Telephone: (800) 328-0272; (703) 264-9449 (TTY).
E-mail: ericec@cec.sped.org
URL: http://www.cec.sped.org/ericec.htm

National Information Center on Deafness (NICD), Gallaudet University, 800 Florida Avenue, N.E., Washington, D.C. 20002-3695. Telephone: (202) 651-5051; (202) 651-5052 (TTY). E-mail: nicd@gallux.gallaudet.edu
URL: http://www.gallaudet.edu/~nicd

Research and Training Center on Family Support and Children's Mental Health, Portland State University, P.O. Box 751, Portland, OR 97207-0751. Telephone: (800) 628-1696; (503) 725-4040; (503) 725-4165 (TTY).
E-mail: stepheb@rri.pdx.edu
URL: http://www-adm.pdx.edu/user/rri/rtc

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Alexander Graham Bell Association for the Deaf, 3417 Volta Place N.W., Washington, DC 20007. Telephone: (202) 337-5220 (Voice/TTY). E-mail: agbell2@aol.com
URL: http://www.agbell.org

American Association on Mental Retardation, 444 N. Capitol Street N.W., Suite 846, Washington, DC 20001.
Telephone: 1-800-424-3688 (toll-free, outside DC); (202) 387-1968. E-mail: aamr@access.digex.net
URL: http://www.aamr.org

American Foundation for the Blind (AFB), 11 Penn Plaza, Suite 300, New York, NY 10001. Telephone: (800) 232-5463; (212) 502-7600 (Voice); (212) 502-7662 (TTY).
E-mail: afbinfo@afb.org
URL: http://www.afb.org/afb

The Arc (formerly the Association for Retarded Citizens of the U.S.), 500 E. Border Street, Suite 300, Arlington, TX 76010. Telephone: (800) 433-5255; (817) 261-6003; (817) 277-0553 (TTY). E-mail: thearc@metronet.com
URL: http://thearc.org/welcome.html

Association for Persons with Severe Handicaps (TASH), 29 W. Susquehanna Ave., Suite 210, Baltimore, MD 21204.
Telephone: (410) 828-8274; (410) 828-1306 (TTY).
E-mail: tash@tash.org
URL: http://www.tash.org

Attention Deficit Disorder Association (ADDA), P.O. Box 972, Mentor, OH 44061. Telephone: (216) 350-9595; (800) 487-2282 (to request information packet).
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URL: http://www.add.org

Autism Society of America, 7910 Woodmont Avenue, Suite 650, Bethesda, MD 20814-3015. Telephone: (800) 3-AUTISM; (301) 657-0881.
URL: http://www.autism-society.org

Brain Injury Association (formerly the National Head Injury Foundation), 1776 Massachusetts Ave., N.W., Suite 100, Washington, D.C. 20036. Telephone: (202) 296-6443.
URL: http://www.biausa.org

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URL: http://www.cec.sped.org/home.htm

Epilepsy Foundation of America (EFA), 4351 Garden City Drive, 5th Floor, Landover, MD 20785-4941. Telephone: (800) 332-1000; (301) 459-3700.
E-mail: postmaster@efa.org
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Family Resource Center on Disabilities, 20 East Jackson Boulevard, Room 900, Chicago, IL 60604. Telephone: (800) 952-4199 (Voice/TTY; toll-free in IL only); (312) 939-3513; (312) 939-3519 (TTY).

Institute for the Study of Developmental Disabilities, Indiana Resource Center for Autism, 2853 East 10th Street, Indiana University, Bloomington, IN 47408-2601. Telephone: (812) 855-6508 (Voice/TTY).
URL: http://www.isdd.indiana.edu/~irca/

International Resource Center for Down Syndrome, Keith Building, 1621 Euclid Avenue, Suite 514, Cleveland, OH 44115. Telephone: (216) 621-5858; (800) 899-3039 (toll-free in OH only).
E-mail: hf854@cleveland.freenet.edu

Learning Disabilities Association of America (LDA), 4156 Library Road, Pittsburgh, PA 15234. Telephone: (412) 341-1515; (412) 341-8077. E-mail: ldanatl@usaor.net
URL: http://www.ldanatl.org

National Alliance for the Mentally Ill (NAMI), 200 N. Glebe Rd., Suite 1015, Arlington, VA 22203-3754.
Telephone: (800) 950-NAMI; (703) 524-7600.
E-mail: namiofc@aol.com
URL: http://www.nami.org

National Association of School Psychologists, 4340 East West Highway, Suite 402, Bethesda, MD 20814. Telephone: (301) 657-0270. E-mail: nasp8455@aol.com
URL: www.uncg.edu/~ericcas2/nasp/

National Center for Learning Disabilities (NCLD), 381 Park Avenue South, Suite 1420, New York, NY 10016.
Telephone: (212) 545-7510. URL: http://www.ncld.org

National Down Syndrome Congress, 1605 Chantilly Drive, Suite 250, Atlanta, GA 30324. Telephone: (800) 232-6372; (404) 633-1555. E-mail: ndsc@charitiesusa.com
URL: http://www.carol.net/~ndsc/

National Down Syndrome Society, 666 Broadway, New York, NY 10012-2317. Telephone: (800) 221-4602; (212) 460-9330. URL: http://ndss.org

National Easter Seal Society, Inc., 230 West Monroe Street, Suite 1800, Chicago, IL 60606. Telephone: (800) 221-6827; (312) 726-6200; (312) 726-4258 (TTY).
E-Mail: nessinfo@seals.com
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National Fragile X Foundation, 1441 York Street, Suite 303, Denver, CO 80206. Telephone: (800) 688-8765; (303) 333-6155. E-mail: natlfx@aol.com

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National Parent Network on Disabilities, 1727 King Street, Suite 305, Alexandria, VA 22031. Telephone: (703) 684-6763 (Voice/TTY). E-Mail: npnd@cs.com

National Parent to Parent Support and Information System, Inc., P.O. Box 907, Blue Ridge, GA 30513. Telephone: (800) 651-1151; (706) 632-8822.
E-mail: Judd103w@wonder.em.cdc.gov
URL: http://www.nppsis.org

National Spinal Cord Injury Association, 8300 Colesville Road, Suite 551, Silver Spring, MD 20910. Telephone: (800) 962-9629; (301) 588-6959. E-mail: nscia2@aol.com
URL: http://www.spinalcord.org

Parents Helping Parents: The Parent-Directed Family Resource Center for Children with Special Needs, 3041 Olcott St., Santa Clara, CA 95054. Telephone: (408) 727-5775. E-mail: info@php.com
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URL: http://interact.uoregon.edu/stp/nu_htmls/pbs.html

Spina Bifida Association of America, 4590 MacArthur Boulevard, N.W., Suite 250, Washington, D.C. 20007-4226.
Telephone: (800) 621-3141; (202) 944-3285.
E-mail: spinabifda@aol.com
URL: http://www.infohiway.com/spinabifida

United Cerebral Palsy Association, Inc., 1660 L Street, N.W., Suite 700, Washington, DC 20036. Telephone: (202) 776-0406; (800) 872-5827. E-Mail: ucpnatl@ucpa.org
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NICHCY Bibliography 3 (Second Edition) — April 1997

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NICHCY thanks Ms. Marie Roane, our Project Officer at the Office of Special Education Programs, U.S. Department of Education.

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The Editor would like to thank ***Richard Moore*** at NICHCY for his dedication in verifying the availability of all resources listed in this bibliography.

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